DOCUMENT RESUME

ED 220 413 SP 020 479

| | |
|---|---|
| TITLE | Managing the Planning Process. Management for Effective Teaching. |
| INSTITUTION | Fairfax County Public Schools, VA. Dept. of Instructional Services. |
| SPONS AGENCY | Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project. |
| PUB DATE | 82 |
| NOTE | 23p.; For related documents, see SP 020 474-491. |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | *Classroom Design; *Classroom Environment; Classroom Techniques; County School Districts; Educational Research; Elementary Education; Inservice Teacher Education; *Instructional Development; Lesson Plans; Pilot Projects; *Planning; Resource Units; *Scheduling; Teacher Behavior; Teacher Effectiveness; *Teacher Responsibility; *Time Blocks |
| IDENTIFIERS | *Project MET |

ABSTRACT

This booklet is a part of the Management for Effective Teaching (MET) support kit designed to assist elementary school teachers in planning, managing, and implementing the Fairfax County (Virginia) Public Schools' Program of Studies. This booklet contains three sections and a bibliography on management functions and tasks in the classroom. Section I cites the many functions and tasks necessary to classroom management. Section II summarizes findings of recent research studies on teacher effectiveness and on the planning and organization of the classroom learning environment to increase instructional time. In section III, a tool to manage planning during the first 9 weeks of school is provided. This tool, a critical path network, shows many of the critical events and complex tasks that demand teacher time and planning during the first quarter. The bibliography cites 28 references in the field of classroom management. (JD)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED220413

# Managing the Planning Process

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Office of Elementary Education

MET
Management for Effective Teaching

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SP 020 479

# MET

Management for Effective Teaching

We are happy to present the Project MET materials to you. As you know, these materials are copies of the original contents of the Management Support Kit. They are designed to assist teachers, streamline organization, and support current management efforts.

We hope that you find them useful. Should additional assistance be required, please feel free to contact us at Masonville.

Project MET Staff
Pat Harbour, Director

Office of Elementary Education
Department of Instructional Services
Fairfax County Public Schools • Fairfax, Virginia

# Management for Effective Teaching

MET

# MANAGEMENT SUPPORT KIT

## Introduction

Project MET, Management for Effective Teaching, is a federally funded developmental project which will be piloted, with materials field-tested, in Fairfax County Public Schools, during the school year 1982-83. Materials and procedures have been developed to assist with the management of planning, teaching, and record keeping. MET products contained in the Management Support Kit are designed to aid teachers in the effective utilization of time, space, and materials in organizing and planning for instruction. Approximately 400 elementary teachers throughout the school system will use the products from the kit.

The teacher is a manager who plans, coordinates, and directs the classroom, an organizational unit of the school, and thus:

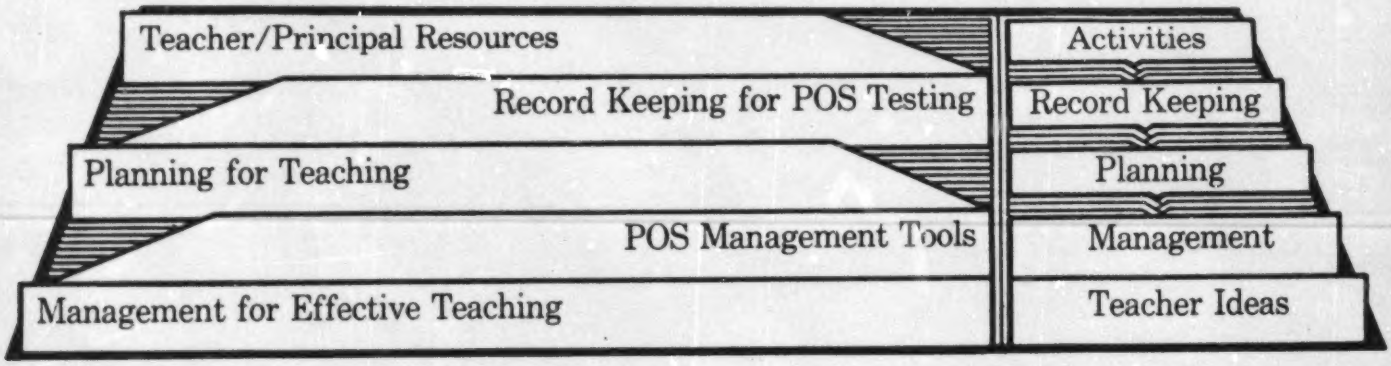
- sets goals and objectives
- ensures that appropriate knowledge and skill mastery levels are attained among students
- creates an environment conducive to the development of positive attitudes toward self and others
- teaches and reinforces positive individual and group behavior
- motivates students to achieve individual and group goals (cognitive, physical, and socio-emotional)
- manages the instructional materials, classroom space, and human resources for a quality learning environment

Research suggests that effective managment in teaching enhances the instructional program and ultimately may improve student achievement. The purpose of Project MET is to provide an opportunity for teachers to determine the extent to which this is true. Teachers will field-test the procedures, process models, and materials contained in the Management Support Kit.

During the 1982-83 school year, teachers will be asked to respond to a survey that assesses the contents of the kit. The survey will allow teachers to determine the utility and validity of the products. The participation and cooperation of each teacher using the kit and responding to the survey will be important to instructional management in Fairfax County Public Schools. Since the project is a pilot program, the results reported by teachers who have used the MET materials may have implications for instructional management throughout the state of Virginia. The time and energy of each participant will be greatly valued and appreciated.

# MET

Management for Effective Teaching (MET) is a pilot project funded under Title IV-C of the Elementary and Secondary Education Act. The project was planned and implemented to answer the need expressed by teachers, principals and other educational personnel for resources to manage more effectively the Fairfax County Public Schools' Program of Studies.




## What MET Is...

It is a management support kit of resources, materials and information designed to assist classroom teachers (K-6) in planning, managing and implementing the Fairfax County Public Schools' Program of Studies.

Approximately four hundred Fairfax County Public School teachers will field test and assess the products during the 1982-83 school year. The results from field testing the Management Support Kit will contribute to ideas for the development of a divisionwide instructional management system.

## What MET Includes...

- a coding system for the mathematics Program of Studies
- a planning process for the first nine weeks of school, and daily/weekly and long-range models
- a record keeping system for the mathematics Program of Studies and accessment resources (Program of Studies tests) for managing the diagnostic prescriptive teaching process
- a chart which identifies and matches the Program of Studies items with specific mathematics skills
- a sample letter to parents to convey purposes of the Program of Studies testing and the manner in which to interpret test results
- a teacher plan book designed, pilcted and revised by teachers
- a set of supplementary and adaptable teaching ideas
- a principal's checklist for opening and closing school

## How MET Works...

It incorporates good management practice into the instructional program.

It organizes teaching strategies.

It coordinates teaching materials and diagnostic resources with the Program of Studies.

For Additional Information about Project MET
(Management for Effective Teaching), contact:

Patricia Moore Harbour, Ed.D.
Department of Instructional Services
3705 Crest Avenue
Annandale, VA 22003

# MANAGING THE PLANNING PROCESS

## CONTENTS


PAGE

Introduction ..... i

Section I Overview of Management In the Classroom..... 1

Section II Summary Research Findings: Planning and Organizing The Learning Environment.... 5

Section III A Tool To Manage Planning.....11

Bibliography .....13



Fairfax County Public Schools
Department of Instructional Services
Office of Elementary Education
3705 Crest Drive
Annandale, Virginia 22003
1982

## INTRODUCTION

This booklet is a reference document for teachers who perform daily many management functions and tasks in the classroom. Since planning is essential to management the focus of this document is on managing the planning process.

The Planning Process booklet includes three sections and a bibliography. Section one cites the many functions and tasks necessary to classroom management. Section two summarizes findings of recent research studies on teacher effectiveness, and planning and organizing the classroom learning environment to increase instructional time. In section three a tool to manage planning during the first nine weeks of school is provided. This tool, a critical path network, shows many of the critical events and complex tasks that demand teacher time and planning in the first quarter.

## SECTION I

## OVERVIEW OF MANAGEMENT IN THE CLASSROOM

Effective management is largely responsible for a number of important achievements, such as putting a man on the moon, and bringing transistor technology within the reach of most people. Sound management practices in business and industry have increased productivity levels of goods and services.

Managing a classroom is different from managing other organizations because:

> Learning is not merely a goal, but the goal.
>
> Students are not hired or elected, are not free to resign, and do not receive a tangible reward for participation.
>
> The leadership and authority used in working with children are different from those used with adults.
>
> Parents and others have vested interests in what happens in the classroom.

At this point, one may be asking whether the field of management has anything to offer teachers, since their product is not "widgits" but student learning. This is a valid question.

### What Is Managed in the Classroom?

The classroom teacher manages:

- time
- space
- students
- curriculum
- materials
- authority and responsibility
- behavior

Time, a nonrenewable resource, is a relatively fixed element. It is managed by determining the length and sequence of events. The teacher schedules and allocates student time and his or her own time, for in- and out-of-school activities.

Space is organized through the arrangement of furniture and storage facilities.

Students, as well as instructional aides and volunteers, are the personnel the teacher manages through grouping, assignments, motivation, and monitoring.

Curriculum is managed, in part, by the teacher's selection of content, objectives, teaching methods, learning activities and evaluation procedures.

Materials, such as textbooks, supplies, and audio visual materials are managed through selection, physical location, and plans for their use.

Authority and responsibility are delegated selectively to students or instructional aides and volunteers.

Behavior is managed, in part, when the teacher decides what student behaviors to praise and ignore, what rewards and punishments are acceptable and effective, and what is the most suitable manner of employing them.

## Functions Teachers Manage

In the classroom teachers manage many tasks and functions which impact the effective operation of the learning environment. These functions include:

| | | |
|---|---|---|
| planning | directing/teaching/motivating | nurturing |
| organizing | quality control | housekeeping |
| coordination | communicating | |

Planning is the foundation of all management. For the teacher, it involves curricular decisions such as:

- what students will learn
- how instruction will be delivered
- when and for how long learning activities will be conducted
- scheduling and grouping for instruction

Organizing for teaching includes advance preparation to implement plans. Johnson and Brooks (1979, p. 33) state, "Planning what should happen in a classroom is one thing; having everything in readiness so it can happen is another."

Coordinating actions of individuals and groups is a critical managerial task. The teacher coordinates the orderly implementation of plans including allocation of time and resources, smooth transitions from one activity to another, and proper use of materials.

Directing/teaching/motivating is closely aligned with coordinating. The teacher motivates students, gives directions, teaches, and "guides discipline" in the classroom.

Quality Control is a management task in which the teacher evaluates, monitors, and adjusts teaching and learning activities to ensure that goals and objectives are being met.

Communicating cuts across all of the teacher's management tasks, since each task involves some form of oral, written, or nonverbal communication with students, parents, colleagues, or the community.

Nurturing is a management function unique to classrooms. The teacher provides students with emotional support, protects them from harm, and trains them in self-reliance.

Housekeeping is a management task which pertains to the hygienic, aesthetic, and functional properties of the classroom.

Planning is essential to the overall effectiveness of management. The tasks and functions performed by the classroom manager are carefully planned on a long- and short-range basis. The research findings pertinent to planning are discussed in the following section.

SECTION II

## SUMMARY RESEARCH FINDINGS: PLANNING AND ORGANIZING THE LEARNING ENVIRONMENT

Much of the literature on planning in education, as well as in other fields, has been dominated by theoretical and prescriptive data. Specific research on teacher planning is limited, and most of that research has identified only those teaching behaviors which are related to teaching effectiveness. There is reported evidence that the planning which occurs before the classroom experience does make a difference in student achievement.

In the 1970s, several large-scale field correlation studies that were conducted at various elementary grade levels gave some detailed information on organization and management of effective classrooms. These studies (Stallings and Kaskowitz, 1974; Soar and Soar, 1972; McDonald and Elias, 1976; Tikunoff, Berliner, and Rist, 1975; Brophy and Evertson, 1976; Good and Grouws, 1977) differed in the kinds of variables addressed and methods used. However, there was sufficient overlap and replication to provide dependable knowledge about relationships between teacher behavior and student learning of basic skills in the elementary grades. The following generalization could be made from this research:

> Planning and organizing appear to be characteristic behaviors of effective classroom teachers. These behaviors, properly executed, maximize the time spent by students in productive activities and result in increased student achievement.

### On-Task Behavior

A recent study by Rose and Medway (1981) sought to predict that teachers who engaged students in more appropriate on-task behavior would produce higher-achieving students by maintaining a controlled learning environment. Teachers who planned a controlled learning environment found their students spent more time on task. This time-on-task behavior produced higher achievers.

> Thus, a correlation was found between the higher-achieving students and a controlled learning environment.

Harischfeger and Wiley (1976) and Bloom (1976) have done extensive work on the relationship of time and learning in an educational context. The amount of student learning is influenced not only by the amount of engaged time, but also by the match between the task and the particular student. If the task is so difficult that the student produces few correct responses then not much learning will result. If the student produces many correct responses, he or she is more likely to be learning. Emmer and Everton, (1980) reported:

> Effective classroom managers were found to keep close track of whether students were staying on task.

Teacher Expectations and Student Progress

Available research on the relationships between teacher expectation and student learning progress (summarized by Brophy and Good in 1974, and by Good and Brophy in 1978) yielded similar results. Certain teachers were consistently more effective than others, not because they pursued different goals or used alternative methods, but because they planned and structured their classrooms to initiate the kinds of activities that would yield desired interactions and outcomes.

Brophy calls these teachers "proactive," to indicate that they assumed and maintained the initiative in structuring classroom events. These proactive teachers were made aware of what they were trying to accomplish and how they were going about it by monitoring their own progress continuously. They concentrated on activities which fostered major objectives and promoted these objectives even when unanticipated classroom events occurred.

Less effective teachers were called "reactive." Lacking clarity about objectives and methods for reaching the objectives, these teachers seemed less "in charge" of their classrooms. Much of their time was spent in a less organized manner reacting to unanticipated situations and student initiatives without an awareness of how to decide when to move from one part of the lesson to the next.

## Planning Themes

Taylor conducted a study of teacher planning in that same year (1970) in British secondary schools. He concluded that the most common planning theme across all of the modes of data collection was the prominence of the pupil and his or her needs, abilities, and interests. Subject matter came next, followed by goals and teaching methods. Little attention was paid to either evaluation or the curriculum as a whole. Zahorik continued Taylor's research into planning themes and concluded that teacher planning decisions do not always flow logically from a specification of goals or objectives. He asked 194 teachers to write a list of the decisions they make prior to teaching and to indicate the order in which they make them. He classified the decisions into categories: goals or objectives, content activities, materials, diagnosis, evaluation, instruction, and organization.

> Eighty-one percent of the respondents listed content activities as related to pupil activities as their first planning decision prior to teaching.

## Planning and Decision Making

More recent research on teacher planning focuses on teacher decision making in actual planning situations. The findings of Peterson, Marx, and Clark (1977) and Associates (1974), and Morine (1976) seemed to agree that teachers spent the largest proportion of their planning time on content (subject matter), followed by planning for the instructional processes (strategies and activities). The least amount of time was spent on planning objectives to teach.

Among the factors often used by teachers in the management of the planning process are teaching to objectives and learning through mastery. Benjamin Bloom's mastery learning (1976) is a learning theory based on managing learning rather than managing learners.

Teaching to objectives means breaking down each subject into "bite-sized" skills or bits of knowledge, thereby giving teachers a logical way of planning instructional activities. Mastery teaching describes the process of giving students sufficient time to master each simple skill or each bit of knowledge. Students do not advance to more complex skills until they show that they have mastered the simple ones. Students are not asked to perform school work beyond their capabilities, and this ensures success.

## Planning and Organizing for the Beginning of School

The purpose of a recent research study, the Classroom Organization Study (1980), was to learn more about the details of teacher planning and especially how it relates to the general principles of organization and management which are most important at the beginning of the school year. This study lists the specific teacher behaviors that produced efficient management of time and materials, effective contacts between the teacher and students, and smooth-running instructional activities. The list of teacher behaviors included careful planning and analysis of tasks for the first few weeks of school. Procedures and assignments were broken down into component parts and presented to students in small steps that could be easily understood.

Another teacher behavior was the clear expectation, before the school year began, of what was acceptable student behavior. Also, during the first weeks of school, teachers concentrated on rules and procedures so that, once students had internalized these routines and expectations, the focus would be on the curriculum. Teachers could then be confident their management system would support their instructional efforts.

Through careful planning and analysis of tasks for the beginning of school, teachers tried to anticipate the concerns of students. They began the first day of school by instilling a sense of safety and belonging in the classroom. They monitored their students closely and gave immediate feedback to each student. By gathering information on how the students were reacting to initial assignments and class procedures, the teachers knew when to move an individual student or small groups of students on to another step. A number of effective management practices have been validated by the U. S. Department of Education.

## Some Effective Classroom Management Practices

Some effective classroom management practices are presented by the National Diffusion Network Division, U. S. Department of Education, in Educational Programs That Work. For inclusion in this publication, these programs must be supported by data showing evidence of cognitive and affective gains of students before national validation can be assigned to them.

Three models are:

- The Arizona Consortium for Individualized Learning, ACIL, uses the following basic components essential to effective classroom management:

Planning a humane environment, functional use of space and time, learning centers, flexible grouping, diagnosis/prescription, concept teaching, daily drill, a retrieval system, conferencing materials, commitment sheets, learning principles, and teaching strategies.

- Utah System Approach to Individualized Learning, U-SAIL, is an effective economical planning system for classroom teachers. The most appropriate task is prescribed for each learner based on the unique intellectual, social, environmental, and physical needs of learners in a humane environment for learning. Teaching, monitoring, providing appropriate practice and application of skills learned, feedback, a retrieval system, and record keeping are basic to program installation. U-SAIL gives the tools necessary for effective program planning and classroom management.

- Goal-based Educational Management System, GEMS, has a staff-development component designed to train teachers in the exclusive use of the management system for diagnostic/prescriptive teaching.

All three of these programs use some or all of the components associated with effective planning. These components include the high expectation for student learning; teacher time to develop materials and activities before classroom instruction begins; use of instructional objectives, record keeping and monitoring and a safe, orderly, humane classroom environment.

Summary

The limited available research seems to indicate that planning and organizing are characteristic behaviors of effective classroom teachers. These behaviors, properly executed, maximize the time spent by students in productive activities and may result in increased student achievement. A correlation was found between the higher-achieving students and a controlled learning environment.

Further, the research findings suggest that effective classroom managers are those who analyze and carefully plan the first day and first weeks of school to focus on student concerns and information needs, rules, and routines which result in an environment where uninterrupted instruction and on-task behavior occur. In addition, effective managers were found to keep close track of whether students were on task. Thus, research has found that effective teachers plan and organize the classroom learning environment to increase the time spent on productive learning activities by students.

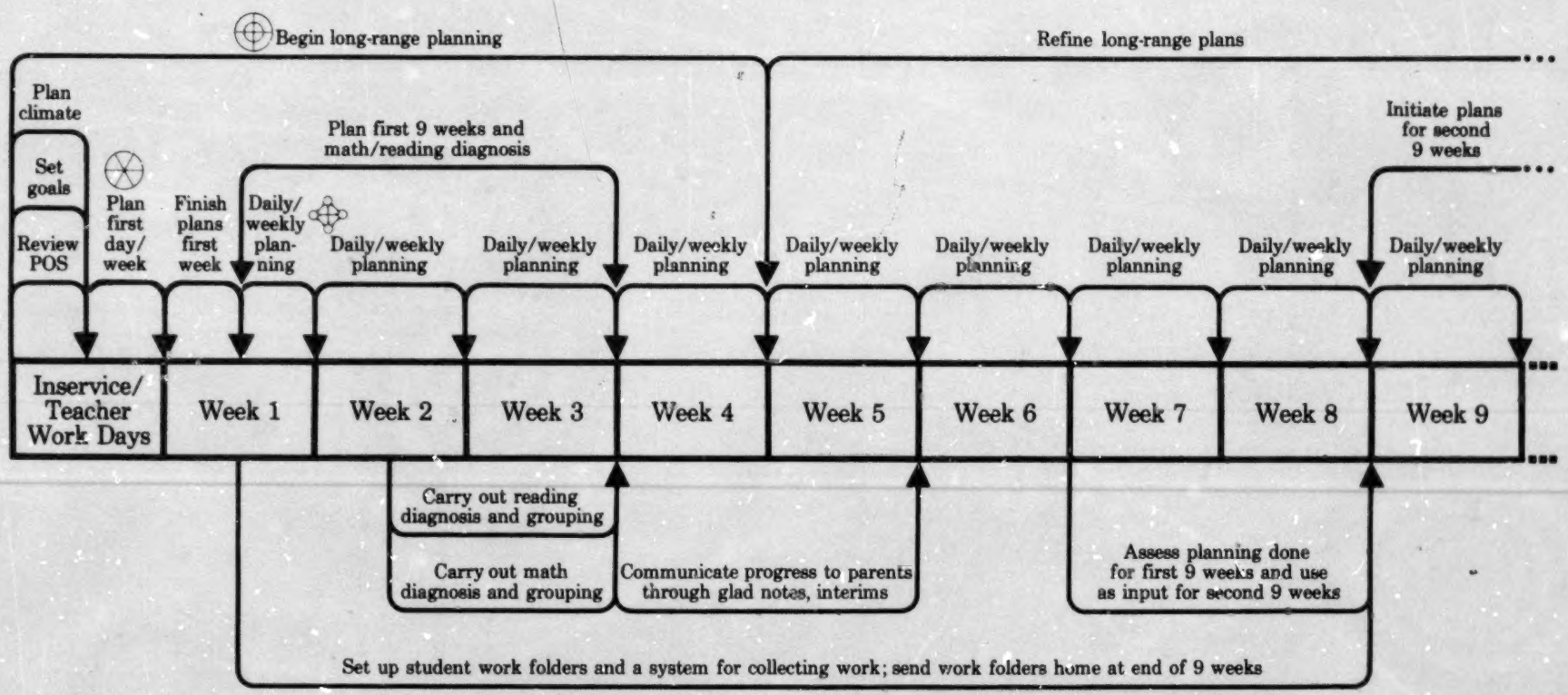

Begin long-range planning
Refine long-range plans
Plan climate
Set goals
Review POS
Plan first day/ week
Finish plans first week
Daily/ weekly plan- ning
Plan first 9 weeks and math/reading diagnosis
Daily/weekly planning
Initiate plans for second 9 weeks
Inservice/ Teacher Work Days
Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Carry out reading diagnosis and grouping
Carry out math diagnosis and grouping
Communicate progress to parents through glad notes, interims
Assess planning done for first 9 weeks and use as input for second 9 weeks
Set up student work folders and a system for collecting work; send work folders home at end of 9 weeks

Figure 1

## CRITICAL PATH NETWORK: A Tool For Managing The Planning Process

## SECTION III

## A TOOL TO MANAGE PLANNING

### A Critical Path Network

During the first nine weeks of the school year the teacher is involved in numerous planning, scheduling, and teaching tasks. Simultaneously the teacher is directing and coordinating activities of 25 to 30 students, implementing plans, and continually revising and refining plans for instruction.

There are techniques and tools to help the teacher gain control of these complex tasks. Figure 1 shows graphically many of the planning, scheduling, and teaching tasks that occur during the first nine weeks of school. The diagram is a path or time line of critical events. Some events occur concurrently, some are sequenced. All of the events shown are essential to the successful management of teaching during the first nine weeks of school. This chart is one tool to use for managing planning, scheduling, and teaching. This Critical Path Network may be used to schedule and organize the first nine weeks of school.

The Critical Path Network specifies time frames for various planning and implementation activities. The critical path network suggests several types of planning tasks teachers might consider:

Review POS to examine objectives at grade level, as well as above and below level.

Set goals for self and students.

Plan climate for the classroom.

Begin long-range planning for the year using the POS.

Carry out reading and math diagnosis and grouping. Note that formal diagnosis begins during second week.

Communicate progress to parents through glad notes, interims, etc.

Assess planning done for first nine weeks and use as input for second nine weeks.

The Critical Path Network in Figure 1 shows key planning and scheduling tasks, when they must begin, and when they should be completed. In summary the critical path method is a planning technique that can be helpful to teachers in managing the numerous planning, scheduling, and teaching tasks that must be accomplished during the first nine weeks of the school year.

## SELECTED BIBLIOGRAPHY


Bloom, B. S. Human characteristics and school learning. New York: McGraw-Hill, 1976.

Brophy, J. E. Teacher behavior and student learning. Educational Leadership, 1979, 37, 33-38.

Brophy, J. E. Using observation to improve your teaching. Journal of the Association for Childhood Education International, 1979, 55, 313-317.

Brophy, J. & Evertson, C. Learning from teaching: a developmental perspective. Boston: Allyn and Bacon, 1976.

Carroll, J. B. A model for school learning. Teachers College Record, 1963, 64, 723-33.

Doyle, W. (Ed.). Classroom Management. Chicago: University of Chicago Press, 1979.

Emmer, E. & Evertson, C. Effective management at the beginning of the school year in junior high classes. Paper presented at the American Educational Research Association meeting, Boston, March, 1980.

Good, T. & Grouws, D. Teaching effects: a process-product study in fourth grade mathematics classrooms. Journal of Teacher Education, 1977, 28, 49-54.

Goodlad, S., Klein, M. F. and Associates. Behind the classroom door. Worthington, Ohio: Charles A. Jones Publishing Co., 1974.

Harnischfeger, A. & Wiley, D. E. The teaching-learning process in elementary schools: a synoptic view. Curriculum Inquiry, 1976, 6, 15-43.

Knight, T. Mastery learning: a report from the firing line. Educational Leadership, 1981, 39, 134-136.

Mallory, A. L. Instructional management: a priority for Missouri schools during the 1980s. Unpublished, Missouri Department of Elementary and Secondary Education, 1981.

McCormick, W. J. Teachers can learn to teach more effectively. Educational Leadership, 1979, 37, 59-60.

McDonald, F. & Elias, P. The effects of teacher performance on pupil learning. (Phase II, Final Report, Vol. I). Princeton, New Jersey: Educational Testing Service, 1976.

Morine, G. A study of teacher planning. (BTES Technical Report. 76-3-1). San Francisco: Far West Laboratory for Educational Research and Development, 1976.

National Diffusion Network. Educational programs that work. Far West Laboratory, 1981.

Peterson, P. L., Marx, R. W., & Clark, C. M. Teacher planning, teacher behavior, and student achievement. Unpublished manuscript, 1977.

Pratt, D. Curriculum design and development. New York: Harcourt Brace Jovanovich, Inc., 1980.

Rose, J. & Medway, F. J. Teacher locus of control, teacher behavior, and student behavior as determinants of student achievement. Journal of Educational Research, 1981, 74, 6.

Soar, R. S. & Soar, R. M. Early Childhood Education, Chicago: National Society for the Study of Education, 1972.

Stallings, J. & Kaskowitz, D. Follow through classroom observation Evaluation, 1972-1973. (SKI Project URU-7370). Menlo Park, California: Stanford Research Institute, 1974.

Taylor, P. H. How teachers plan their courses. New York: NFER Publishing Co., Ltd., 1970.

Tikunoff, W., Berliner, D., & Rist, R. An ethnographic study of the forty classrooms of the beginning teacher evaluation study known sample. (Technical Report No. 75-10-5). San Francisco: Far West Laboratory for Educational Research and Development, 1975.

Yinger, R. J. A study of teacher planning: description and a model of preactive decision-making. (Research Series No. 18). Michigan State University, July, 1978.

Zahorik, J. A. The effect of planning on teaching. Elementary School Journal, 1970, 71, 143-151.

Zahorik, J. A. Teachers' planning models. Unpublished paper presented at the annual meeting of the American Educational Research Association, Washington, D. C., April, 1975.